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AUTHOR Trangmoe, John
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ABSTRACT

The Glendive Migrant Program, a 1989 exemplary Chapter 1 program, is a 5-week summer project serving the children of migrant families working in a 60-mile area along the Yellowstone River valley, Montana. The program serves approximately 110 students, ages 1-18. Instructors, supervisors, and aides work with nursery, preschool, and elementary-age children at a local school, while an outreach instructor serves secondary students in the evenings. The program stresses basic skills development in reading, oral language, and mathematics, but also provides experiences in music, art, physical education, and career education. Student information is coordinated through both the Migrant Student Record Transfer System and contact with school personnel in Texas (home state of 90% of program participants). Glendive residents show extraordinary appreciation for the role of migrant families in the area, host a picnic for migrant families each June, and share their expertise and talents as guest speakers at the school. Other program features include strong leadership, experienced staff, inservice professional development activities, parental involvement, appropriate instructional materials, high expectations for student's learning and behavior, positive classroom environment, maximum use of learning time, close monitoring of student progress, regular feedback and reinforcement, recognition and rewards for student and teacher excellence, and extensive evaluation of program effectiveness. Three graphs report data on program effectiveness. (SV)

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GLENDIVE MIGRANT PROGRAM

Dedicated to meeting the needs of migrant children and their families.

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC).

Introduction

The Glendive Migrant Program is a five-week summer project serving the children of migrant families who come to Montana to work in the sugar beet fields. School district buses transport children to the site from a 60-mile area along the Yellowstone River valley.

The program is housed at the Jefferson Elementary School and addresses the needs of approximately 110 students, ages 1 to 18. A staff of instructors, supervisors and aides works with the nursery, preschool and elementary-aged children. An out-reach instructor serves junior and senior high students who need academic help. The Portable Assisted Study Sequence (PASS) program is used for those students wanting to obtain course credit toward high school graduation.

Information about individual students' educational skills is obtained by the classroom teachers from the Migrant Student Record Transfer System (MSRTS). At the end of the program the progress of each child is forwarded by the Glendive program to MSRTS for use by subsequent schools. The individualized and/or small group instructional program addresses not only the basic skills needs of the children but enhances self-concepts and enrichment opportunities as well.

While the program stresses basic skill development in reading, mathematics and oral language, it also provides the students with ample experiences in music, art, physical education and career education. Tours of local points of interest and presentations from a variety of community speakers supplement the program.

A full-time nurse attends to health-related needs. Nutritional needs are met with two meals and a snack each day.

The child's stay in the Glendive area may be rather brief; however, the program provides each child with a place to enhance both social and academic achievements.

It further offers, particularly for younger children, a safer and more enjoyable environment than the perils of extreme heat, traffic on nearby roads and the always intriguing but often dangerous irrigation canals. In turn, the parents know their children are in ideal surroundings, affording the parents the opportunity to perform the agricultural tasks in a quicker and better manner.

The Glendive Migrant Program is dedicated to meeting the needs of migrant children and their families. This is accomplished through adherence to the 13 attributes listed on the following pages.

1. CLEAR GOALS AND OBJECTIVES

1a. The top priority for the Glendive Migrant Program is to introduce, reinforce and remediate basic skills in reading, mathematics and

language arts as determined by placement tests and MSRTS records. Additional goals are:

- To further cultural values through music, art and physical education.
- To prepare the children for future decisions with computer literacy and career awareness activities.
- To enhance the self-concept of each child with a positive attitude toward school.
- To provide information about the school and the children's progress to the parents.

1b. Procedures to ensure that the objectives of the Chapter 1 project are attained and reinforced include:

- Inservice training provided by specialists at the state conference.
- Additional inservice and information sharing with the staff at the beginning and during the program.
- Weekly newsletters and memorandums as needed.
- Individual progress records maintained for each child.

The site director has read the state plan and is aware of state objectives. LEA site objectives are formulated with state objectives in mind.

2. COORDINATION

2a. Since the children served by the program migrate to the state during the summer, our program is concerned with assisting the home-base school. Approximately 90 percent of program participants are from Texas. The out-reach instructor works closely with guidance counselors or instructors from that state. When a child withdraws, the MSRTS record is updated to provide valuable information to the child's next school. Coordination with Texas includes training by Texas personnel regarding the TEAMS test and the dropout prevention program.

2b. Summer program instructional staff are regular classroom teachers during the school year; however, the personnel are trained in compensatory education.

2c. Coordination exercised by our program is full involvement with the MSRTS. Educational data such as grade level, skills under study in mathematics, reading, oral language and early childhood, as well as supplemental programs and pertinent health information are provided to this nationwide computer network.

3. PARENT/COMMUNITY INVOLVEMENT

3a. Since parents spend the day working in the fields, they find it difficult to visit the school. However, the recruiter, out-reach teacher, bus aides and nurse all interact with parents throughout the program. The Glendive community shows extraordinary appreciation for the role of the migrant families in the area. Numerous residents have shared

expertise and talents as guest speakers at the school or hosted tours of their businesses.

Each June migrant families are guests at an Appreciation Picnic hosted by local churches. The children of the school design posters for display throughout the community. The latest event was attended by over 400 people.

KXGN-TV, a local television station, recently featured in national publications and on the "Today" show as the smallest television station in the United States, covered three different programs on migrant activities. One 30-minute segment featured an interview with a parent on an in-depth look at the life of a migrant. The feature was recently entered in state competition for outstanding television productions.

3b. A rainy day offers parents an opportunity to visit classrooms. However, all parents have the chance to meet the teachers and tour the classrooms during the annual Family Night or "FIESTA." Parents are asked to complete a questionnaire on their feelings and concerns about the program. The children perform a variety of songs and dances followed by a meal and the customary breaking of the pinata.

3c. Parents have an opportunity to participate in discussions about their child's education when visited by the recruiter. Another chance for input is attending the local or state Parent Advisory Council (PAC) meetings. Parents are welcome to visit the school at any time to discuss concerns with the project director.

4. PROFESSIONAL DEVELOPMENT AND TRAINING

4a. All members of the instructional staff (recruiter, nurse, records clerk and director) attend a one-day inservice conference in Billings each spring. The state meeting features presenters from different areas of the country. The school opens each summer with inservice activities for the entire staff.

4b. In 1987 the Glendive program had the distinction and honor of having two staff members selected as Master Teacher of Migrant Education on the national level. Both before and since the award, the two instructors have presented numerous workshops at local, state and national conferences.

The program's teaching staff members are district classroom instructors during the regular year. The instructional aides are certified instructors. The staff participates in conventions in the areas of mathematics and reading at various times during the year.

The Glendive staff developed a model document for use in placement of students in the instruction of reading. Other migrant sites in Montana adopted this same form.

5. STRONG LEADERSHIP

5a. The director of the Glendive Migrant Program has been a classroom instructor for nearly three decades. He taught for several years in the migrant program prior to being named director. He is knowledgeable about instructional materials and often participates in classroom activities. He firmly believes in instructional freedom and creativity and is receptive to suggestions, ideas and concerns.

5b. The director has an open office at all times. Staff meetings are held on a frequent basis, and a weekly newsletter keeps all segments of the program informed.

5c. The director regularly attends meetings of the district board of trustees to answer questions and has invited school board members to tour the program. The project received favorable exposure in the community through news releases to local and regional media. The director readily accepts invitations to discuss the program at local service clubs.

6. APPROPRIATE INSTRUCTIONAL MATERIALS

6a. While our program places the primary focus on the education of children, a unique aspect is the infant (as young as two weeks of age) and toddler components which are housed in the same facility. This service affords parents the opportunity to concentrate on field work while the children are provided a safe, comfortable environment where nutritional and health needs are met.

Older students are instructed on a one-to-one and/or small group basis by certified instructors and aides, including two migrant master teachers. The teaching staff also participates in the TEAM teaching approach.

6b. The Glendive Migrant Program is a five-week summer project for the children of migrant families doing agricultural work. While some children come directly to our program from the home-base school, many students are away from their home states for about six months each year. The migrant child's day, while he/she is in Glendive, begins at 6:00 a.m. so that breakfast may be served before the instructional day begins.

6c. Placement tests in reading and mathematics, checking MSRTS records, personal assessment and telephoning the home-base school are all methods used to ensure that children work with material suitable to their needs and abilities. Individualized teaching is provided in mathematics with the use of the EDITS series. The Glendive Migrant Program also participates in CAPR/CAPM, Computer Assisted Placement in Reading and Math.

6d. An extensive list of materials, equipment and methods are used by instructors. The first three items listed below must be used by each teacher; the others are optional depending on age, learning style and educational needs of the children:

- Harper-Row Reading Basics
- Individualized Math Program (IMP) also known as EDITS
- Idea Oral Language Program (IDEA)
- Texas Educational Assessment of Minimum Skills (TEAMS)
- Migrant Education Program Improvement Center (MEPIC)--Butte County California Office of Education
- Color Your Classroom--Mississippi Materials and Resource Center
- Curriculum Units (two volumes)--Fresno County California Office of Education
- Preventing Child Abuse in the Harvest: ESCAPE--New York State Education Department
- Teaching Environmental Awareness to the children of Harvest: TEACH--Pennsylvania Department of Education
- Oral Language Activity Booklet--Michigan State Board of Education
- Migrant Dropout Reconnection Program--Geneseo, New York
- Mr. Rogers video series "You Are Special"
- Portable Assisted Study Sequence Program (PASS)--states of California and Washington
- Mini-PASS--state of Wisconsin
- Total Physical Response (TPR)
- Audiovisual equipment: video camera and recorder, overheads, filmstrips and videos
- Personal computers

6e. Study skills are incorporated into instruction, and a portion of each day is dedicated to this task. Examples of activities include map reading, locating information from reference sources, retention and repetition exercises, as well as orderly classroom situations to encourage study and free reading time.

6f. Generally, students are placed in the grade they had just finished during the regular year. Reading instruction is in small group situations according to ability. Mathematics is totally individualized, and oral language is grouped around English speaking proficiency. Spanish speaking students are provided ESL classes.

6g. The summer program incorporates a variety of activities designed to hold children's interest. Outside speakers complement career education lessons as do tours of local businesses. Recognition is given to special observances such as Flag Day. A special effort is exercised to introduce and make students aware of the area's geographical highlights. Trips to museums, rock shops and the prehistorical wonders of Makoshika State Park are part of the summer agenda.

6h. The five-week length of the program makes it difficult to determine the effectiveness of materials, methods and approaches. However, analysis carried out includes pre/post test data, ongoing monitoring, teacher judgment and revision of teaching techniques.

7. HIGH EXPECTATIONS FOR STUDENT LEARNING AND BEHAVIOR

7a. The staff is sensitive to the unique needs of migrant children. Students are encouraged to set their own goals and are allowed to chart their progress. Certificates are awarded for achievement and attendance.

7b. Classrooms are a positive environment situation, and teachers and aides offer verbal encouragement and acknowledge "even the smallest degree of success."

7c. Application does not affect summer program.

8. POSITIVE SCHOOL/CLASSROOM CLIMATE

8a. The Glendive Migrant Program promotes a positive climate of warm, cheerful, friendly and compassionate feelings by the staff. An informal atmosphere exists and classrooms freely display examples of each child's work. Innovative and fascinating learning materials enhance each room and motivate learning experiences.

8b. The program director supports individual teaching styles and techniques which promote a creative atmosphere. An ideal working relationship exists with the devoted and dedicated staff who return each year to share their expertise and experiences with migrant children.

8c. The Family Night or "FIESTA" is a highlight of each summer when staff and students organize a program for the families' enjoyment. Usually a portion of the talent is shared by visiting retirement, nursing homes and senior citizen centers in the community. A weekly newsletter and media coverage portray positive images of the program.

9. MAXIMUM USE OF ACADEMIC LEARNING TIME

9a. Although some students spend up to two hours each morning and afternoon riding the bus, the school day begins at 8:00 a.m. and concludes at 3:00 p.m. The morning is strictly for the instruction of reading, mathematics and oral language. The afternoon, while still instructional, is more informal with instruction in physical education, music, art and other special events.

9b. Generally, most students have little homework; however, finished class work is sent home with the children to share with their families. Recreational reading books are given to students to read at home. Student work is displayed prominently in the rooms and the halls.

10. CLOSELY MONITORED STUDENT PROGRESS

10a. The following formal procedures are used to monitor student progress:

- Harper-Row Reading pre/post tests
- IMP (EDITS) Math pre/post tests
- IDEA Oral Language tests
- MSRTS records

Informal monitoring of student progress is accomplished through daily teacher observation and oral interaction with individual students.

11. REGULAR FEEDBACK AND REINFORCEMENT

11a. Students are given immediate feedback on their progress through the individualized design of the program. This is important since tasks

must be mastered before students advance to another level. Students are aware of their progress by charting work results. Correcting errors and verbal praise also complement the child's awareness of achievement.

11b. Each day students take home completed samples of classroom work. Detailed records on areas mastered are maintained by each child. The program is not long enough to justify report card type information being sent to the parents.

12. EXCELLENCE RECOGNIZED AND REWARDED

12a. Each staff member uses a variety of ways to recognize students who have achieved certain goals. Rewards may be stickers, stars or food treats. Each student receives a certificate of program participation and attendance. During the "FIESTA" students are recognized for various achievements.

12b. Teacher excellence is recognized both verbally and by written evaluation each summer. All teachers have been with the program for past several years and each year want to return to share their understanding and compassion for migrant children. The recent honor of two instructors from our small program being named Master Teacher of Migrant Education was a tribute to a close working and dedicated faculty. In addition, the project has been selected out of 153 applicants from 43 states for on-site data collection for the U.S. Department of Education's "Case Studies of Effective Migrant Education Projects."

13. EVALUATION RESULTS USED FOR PROGRAM OR PROJECT IMPROVEMENT

13a. The Glendive Migrant Program evaluates the effectiveness of the program through the Annual Evaluation Report submitted to the Office of Public Instruction, State of Montana. The following topics are detailed in the report:

- Home-base frequency
- Number of students recruited and enrolled
- Attendance statistics
- Students by racial/ethnic groups
- Students by gender
- Students by year of birth
- Number of student participants in various services
- Full-time staff equivalency
- Transportation statistics
- Academic data for reading, mathematics and oral language
- Bilingual statistics of student body and staff
- Inservice and staff development activities
- PAC membership and involvement
- Home visitation facts
- Food service costs
- Health service costs and number of students served
- Major objectives achieved
- Program recommendations

13b. Staff evaluations are completed each summer. The program visitation evaluation was conducted by Angela Branz-Spall, Migrant Specialist, State of Montana, on June 22 and 23, 1988.

13c. Local media sources (radio, TV, newspaper) cover the program each year. Considerable news coverage was given to the selection of the master teachers. Parents are notified with information handouts, PAC meetings, Family Night and the community picnic.

13d. Examples of evaluation results used to improve the program are:

- Additional bilingual staff
- Full-time bus aides
- Retaining sufficient aides
- Expanding materials for out-reach students
- Changing basic reading series
- Additional parent involvement and input
- More flexibility in placement of students according to ability

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III. PROJECT EFFECTIVENESS AND ACHIEVEMENT

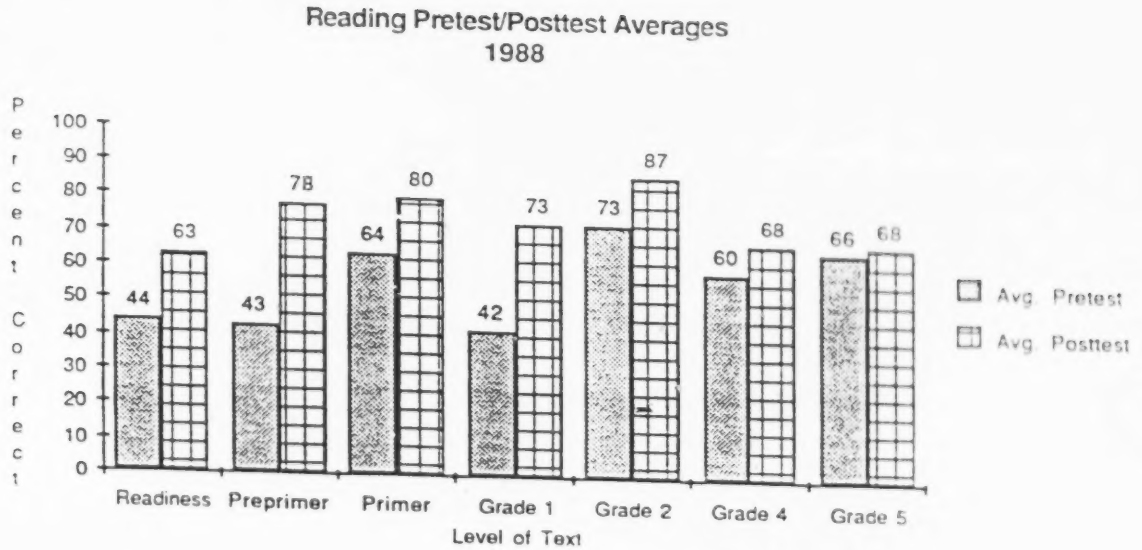

Figure 1

III. PROJECT EFFECTIVENESS AND ACHIEVEMENT

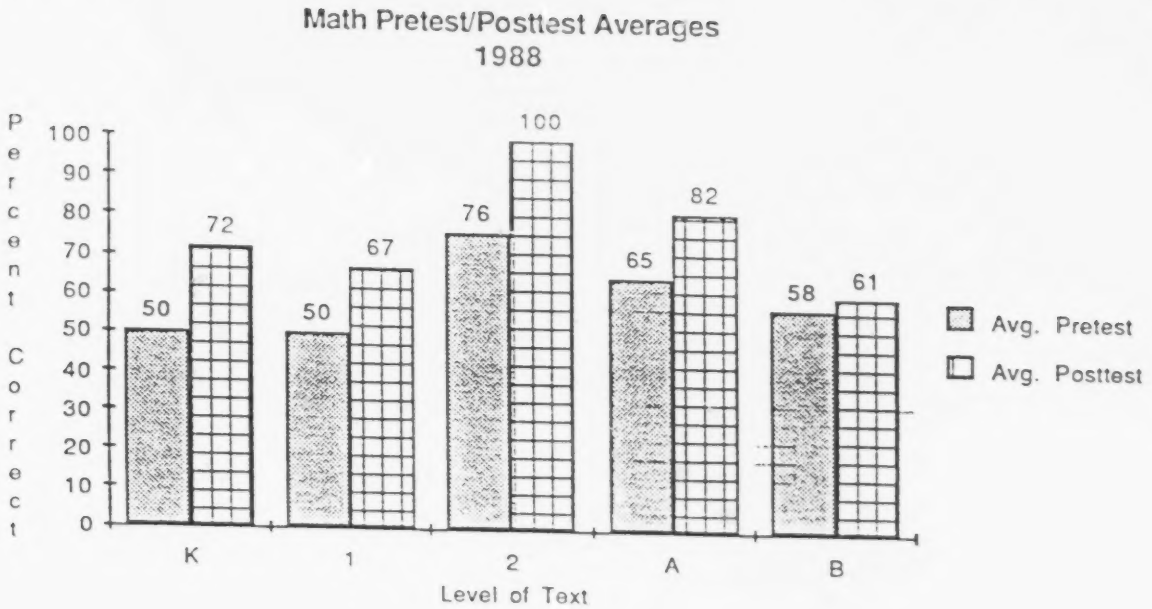

Figure 2

LONGITUDINAL PROGRAM EFFECTIVENESS
1986-1988

Reading Pretest/Postest Averages

Text Level	1986		1987		1988	
	Pre	*Post*	*Pre*	*Post*	*Pre*	*Post*
Grade 6	60	63	60	63		
Grade 5	54	59	59	68	66	68
Grade 4	40	47	74	78	60	68
Grade 3	61	66	63	76		
Grade 2	64	77	61	75	73	87
Grade 1	62	85	73	85	42	73
Primer					64	80
Preprimer	30	83	56	70	43	78
Readiness	58	83	42	71	44	63

Figure 3

Math Pretest/Postest Averages

Text Level	1986		1987		1988	
	Pre	*Post*	*Pre*	*Post*	*Pre*	*Post*
B	57	59	61	67	58	61
A	80	88	67	78	65	82
3	66	83	59	71	76	100
2	61	72	67	37	50	67
K	67	89	50	89	50	72

Figure 4